

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
WORLD LANGUAGE/SPANISH CURRICULUM
GRADE 3**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FAMILY	<p>The students will:</p> <ul style="list-style-type: none"> provide and exchange information about themselves and others with reference to family relationships, the people one lives with, and where different members of a given family work. 	<ul style="list-style-type: none"> Teacher will model questions and answers. Students will practice chorally and then with each other in pairs. Students will complete activity sheets about Hispanic families. 	<ul style="list-style-type: none"> Overhead Activity Sheets 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.4 B.4
COLORS	<ul style="list-style-type: none"> learn and sing songs related to families in the target language. identify several colors in Spanish. 	<ul style="list-style-type: none"> Provide words for "Tengo una familia grande." Review colors in context of coloring flags and maps of US, Mexico, and Canada. Students will complete worksheet of matching colors. Students will hold up correct crayon color in response to teacher dictation. 	<ul style="list-style-type: none"> CD Player Words Map & Flag Handouts Crayons Worksheets 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation Completed Work 	7.1 C.1 7.1 A.1
DAYS OF THE WEEK	<ul style="list-style-type: none"> identify the days of the week in Spanish. label the days of the week on a monthly calendar. 	<ul style="list-style-type: none"> List days on the board. Teacher will say them orally; students will listen and repeat. Students will work in groups to put flash cards in correct order. Sing days of week song to familiar tunes. Have students fill in a school monthly activity calendar. Have students label days and month in Spanish. 	<ul style="list-style-type: none"> Magnetic Calendar Posters Group Sets of Flash Cards Blank Calendar List of Activities 	<ul style="list-style-type: none"> Teacher Observation Teacher Observation Calendars 	7.1 A.3 7.1 A.3 C.2

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MONTHS OF THE YEAR	<p>The students will:</p> <ul style="list-style-type: none"> review/recite the months of the year. 	<ul style="list-style-type: none"> List months on board. Discuss cognates. Have students recall, listen, and repeat. Identify student birthday months. 	<ul style="list-style-type: none"> Chalkboard 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.2
SEASONS	<ul style="list-style-type: none"> label the months of the year on a yearly calendar. identify seasons in the target language as they relate to the school year. 	<ul style="list-style-type: none"> Have students fill in a yearly calendar. Have them label days and months, including holidays. Have students review months as related to seasons. Have them think of words to describe the four seasons. Use TPR for seasons. 	<ul style="list-style-type: none"> Blank Calendars Chalkboard 	<ul style="list-style-type: none"> Teacher Observation Calendars Teacher Observation 	7.1 A.4 7.1 A.5
NUMBERS	<ul style="list-style-type: none"> recognize and identify the months of the year and the seasons of the year in Spanish. recognize 1-10 in random order. recognize pattern used when counting larger numbers to 50. review counting 1-50. add and subtract in Spanish. 	<ul style="list-style-type: none"> Have students review months and seasons. Have them complete a teacher generated activity sheet. Have students practice counting orally in Spanish by 1's, 2's, 5's, and 10's. Identify numbers by using manipulatives. Have students demonstrate counting by 10's to 50. Have students demonstrate counting by 1's to 50. Pass bean bag to play hot potato. Students will display flash card. Students will call out the number in Spanish. Display addition and subtraction cards. Have students say answers in Spanish. 	<ul style="list-style-type: none"> Activity Sheets Cards, Dice Bean Bag Number Cards Labeled 1-50 Addition/ Subtraction Flash Cards 	<ul style="list-style-type: none"> Teacher Observation Activity Sheets Teacher Observation Teacher Observation Teacher Observation 	7.1 A.5 7.1 A.1 7.1 A.1 7.1 A.5 7.1 A.5

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<p style="text-align: center;"><u>SOCIAL STUDIES</u></p> <p>PRESENTATION</p>	<p>The students will:</p> <ul style="list-style-type: none"> • recite the Pledge of Allegiance in Spanish. 	<ul style="list-style-type: none"> • Teacher will model words and physical movements associated with each part of pledge. Discuss symbols both in English and Spanish. Have children identify cognates (words written in similar manner with same meaning in both languages). Children will practice chorally. 	<ul style="list-style-type: none"> • Teacher • Written Text • TPR 	<ul style="list-style-type: none"> • Oral Presentation to Teacher and/or Class 	<p>7.1 B.4 C.1</p>
<p>PLACES IN SCHOOL</p>	<ul style="list-style-type: none"> • recognize both the spoken and the written forms for school related vocabulary introduced in the unit. • identify some of the people who work in the school in Spanish and the places where the work in school. • identify some of the places found in the school in Spanish using a map. • compare and contrast school systems in the United States with those of the target cultures. • share what they have learned about school and schools in other cultures with their families and friends. 	<ul style="list-style-type: none"> • Students will review people, places, and things found inside the school (teacher, classroom, café, computer, desk, etc.) • Brainstorm school places/people on the board. Have students copy information on worksheet for future use. • Students will draw a school map and label people/places in Spanish. • Students will complete a Venn diagram using what they know and learned. • Maps and diagrams will be displayed for everyone to see. 	<ul style="list-style-type: none"> • Teacher • Chalkboard • Worksheets • Art Supplies • Previous Worksheet • Venn Diagrams • Maps & Diagrams 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Observation • Worksheets • Teacher Observation • Diagrams • Maps & Diagrams 	<p>7.1 A.2</p> <p>7.1 A.1</p> <p>7.1 A.3 C.2</p> <p>7.2 A.1</p> <p>7.2 A.1</p>

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COMMUNITY TYPES	<p>The students will:</p> <ul style="list-style-type: none"> recognize and identify several types of communities: el pueblo, la ciudad, el campo, estados. classify dwellings by size in Spanish. recognize and identify cardinal directions and differentiate between left and right in Spanish. interpret written and spoken language in order to locate places on the map. 	<ul style="list-style-type: none"> Have students define, recite, and give examples of el pueblo, la ciudad, el campo. Show pictures of various dwellings. Students will respond as “grande” or “pequeño.” Have students draw and label a compass rose. They will identify left/right using arrows and labels. Students will respond to oral directions, using direction words, community types, and dwelling size. Students will complete a teacher made activity worksheet. 	<ul style="list-style-type: none"> Spanish Dictionary Pictures Art Supplies Maps (real) Pictures of Dwellings Compass 	<ul style="list-style-type: none"> Teacher Observation Definitions Teacher Observation Drawings Teacher Observation Worksheets 	<p>7.1 A.5</p> <p>7.1 B.4</p> <p>7.1 A.5</p> <p>7.1 B.1</p>
<p><u>SCIENCE/ART</u></p> <p>ANIMALS</p>	<ul style="list-style-type: none"> learn about animals from Puerto Rico. 	<ul style="list-style-type: none"> Illustrate and label animals using Spanish words while discussing their knowledge of animal behaviors. Use clay to model favorite sea creature. 	<ul style="list-style-type: none"> PowerPoint of Animals Drawing Paper, Markers Clay 	<ul style="list-style-type: none"> Teacher Observation 	<p>7.1 C.4.a</p>

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<u>GRAMMAR</u> GRAMMAR	The students will: <ul style="list-style-type: none"> review the use of “de” for possessives. 	<ul style="list-style-type: none"> Teacher will model possessive form when talking about students’ family members (eg. la madre <u>de</u> Luisa) or classroom objects. Students will repeat choral and practice by writing in activity sheets. 	<ul style="list-style-type: none"> Activity Sheets Classroom Objects 	<ul style="list-style-type: none"> Teacher Observation 	7.1 A.2
<u>CULTURE</u> CULTURE	<ul style="list-style-type: none"> explore the customs and traditions associated with El Día de los Muertos in Mexico and compare the holiday to Memorial Day in the United States. compare and contrast El Día de los Muertos and Memorial Day. 	<ul style="list-style-type: none"> Have students view a video or read a book on El Día de los Muertos in Mexico. Have students complete a Venn diagram on the two holidays. 	<ul style="list-style-type: none"> Video/Book Venn Diagrams 	<ul style="list-style-type: none"> Teacher Observation Diagrams 	7.2 C.3 7.2 C.3 7.2 B.2